

Philosophy

Marie G. Davis, a K-8 school, aspires to create active, curious citizens who are passionate about making the world a better place and serving all of its inhabitants. Through working with our community leaders, international organizations and government education systems, we will design and facilitate learning systems and opportunities that will develop the whole child. These learning systems and opportunities will ultimately help to create a better and more peaceful world through intercultural understanding.

Curriculum

Marie G. Davis follows the North Carolina Standard Course of Study for language instruction.

Professional Development

Professional development opportunities are available for staff. The IB Coordinator supports IB instruction with facilitating planning and providing professional development. The Literacy Facilitator provides literacy professional development. The Dean of Students facilitates math planning. The Multi-Tiered Support System (MTSS) supports teachers with intervention strategies to support learning and growth.

Resources

Students and teachers utilize resources provided by the district such as Reading A-Z, Raz Kids, Discovery Education, Edgenuity, IXL, Leveled Literature Intervention (ILL) and Castle Learning. In addition, the school, using its own discretionary funds, purchase additional resources. The school strives to ensure all students have access to additional resources to maximize instruction.

Language of Instruction

Marie G. Davis' daily language of instruction is English. The school incorporates a Balanced Literacy program modeled after the Center for Collaborative Classroom. The core principles of the Collaborative Classroom believes social and academic curricula are interdependent and integrated; fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities; classroom learning experiences should be built around students constructing knowledge and engaging in action; and honoring and building on students' intrinsic motivation leads to engagement and achievement.

Writing

Formal writing instruction is standards based using a variety of instructional resources. Resources such as, Being a Writer, Lucy Calkins, Writing A-Z and Write On are used to support all types of learners in the writing program. Teachers instruct students to write skillfully, abundantly, using a various genres, as well as teach students to work together to develop socially and ethically.

Second Language Acquisition

All K-5 students at Marie G. Davis are enrolled in Spanish and meet with the Spanish teacher weekly on a five day rotation. The students are immersed in the language as the teacher speaks in the target language. The teacher follows the North Carolina Standard Course of Study for World Languages and include the elements of listening, speaking, reading and writing in Spanish. The teacher also aligns the lessons with the grade level program of inquiry and includes the learner profiles and attitudes.

English as a Second Language (ELL)

The purpose of the ESL program at Marie G Davis is to provide language support to non-native students as they work towards achieving second language acquisition. English Language Learners receive English language instruction based on their English proficiency levels as determined by the W-APT and Screener as well as the annual ACCESS language proficiency assessment. Students are serviced using a combination of push-in and co-teaching models on a schedule developed based on students' needs, as well as, frequent collaboration between classroom teachers with support from the ESL specialist as needed.

Exceptional Children's Program (EC)

The Exceptional Children's Program at Marie G. Davis strives to help each student with disabilities reach their individualized academic goals and increase their global connections. Our students with disabilities are served through an Inclusion or Pull Out. In the Inclusion model the Exceptional Children teacher co teaches with the regular education teacher or instructs a small group of students (regular education and students with disabilities together) in their math or reading classroom. In the Pull Out model, only students with disabilities (usually 1-5 students at a time) are taught reading, writing, math or social skills in a separate classroom. This model is used with students who exhibit significant academic or social weaknesses. The determination of each student's services is made by a variety of tests and an Individualized Education Plan team. Each year this team reviews and updates the needs of each child and their Individualized Education Plan. All students with disabilities are taught the curriculum on their academic level.

Speech and Language

Students may be referred for a speech/language evaluation. Once qualified, students receive services by a licensed speech-language pathologist. The amount of time in which the student and speech-language pathologist meet is determined based on student need and is outlined in the student's Individualized Education Plan (IEP). In addition, speech-language pathologists conduct hearing screenings to new enrollments.

Hearing Impaired

Hearing impaired students are mainstreamed with their peers. Classroom modifications are executed based on the student's IEP.

Mother Tongue Language

The population at Marie G. Davis consist of 45% Hispanic, 52% African American, 2% Caucasian, 1% multi-racial. The school provides interpreters during parent-teacher conferences, curriculum nights and as needed throughout the school year. When needed, bilingual staff members provide additional support for students and parents. The school makes an effort to increase resources reflecting all mother tongue languages. The school offers a cultural celebration once a year to highlight the diverse population.

Expectations for Students/Parents

Students are expected to demonstrate conscientious academic effort by regularly completing assignments and by participating constructively in lessons, activities, etc. Students must demonstrate a strong commitment to learning, be self-motivated and have a desire to excel. Families must actively support each student's participation in the school's program.

Language Policy Review Process

The language policy will be reviewed by the staff and School Leadership Team prior to the start of a school year and will be revised if needed.